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TEMA: PROFESSIONE

TITOLO: IL RESTAURO DEI MONUMENTI IN RELAZIONE AL
RESTAURO DEI BENI MOBILI ED ALLA PROGETTA-
ZIONE DEI MUSEI.

SOMMARIO:

Il restauro dei monumenti e quello dei beni mobili si collegano in diversi modi: con i laboratori scientifici che servono nelle analisi dei materiali da costruzioni; nella verifica scientifica dei loro componenti e del loro comportamento; per la conseguente scelta di materiali idonei al procedimento di restauro.

La progettazione dei musei si rende necessaria come mezzo di relazione tra il contenente (contenitore) ed il contenuto, nell'adattamento dello spazio per musei. Ciò è particolarmente importante nei monumenti adattati a musei ed anche negli edifici aventi importanti opere d'arte come parte del loro spazio architettonico.

TOMISLAV MARASOVIĆ

EDUCATION IN THE INTEGRAL PROCESS OF ARCHITECTURAL AND URBAN HERITAGE PROTECTION AND REVITALIZATION

The education of professional staff goes, too, among the problems fundamentally significant for the protection and up to date utilization of urban and architectural heritage.

That problem is not to be dealt with separately but, on the contrary, in the interdependence to the other essential problems of protection, like the organization of work and, especially, the possibility of financing. In such a context, precisely, all the important aspects of education can be viewed properly, because with relatively small funds and, consequently with limited range of works, the lack of qualified staff will not be felt so acutely. Contrarily, the increased funds and extended range of works will cause the lack of sufficient number of adequately trained staff to be felt more acutely in an action of protecting the architectural and urban heritage and its up to date utilization and, may lead to disastrous consequences upon the cultural heritage values.

The same problem has been felt in, more or less, all the countries and, therefore, some experiences relative to that matter have been gained lately in Yugoslavia too.

The education of qualified staff, engaged in work on entities and objects of architectural and urban heritage, should be permanently accomplished at four basic levels:

1. at the level of qualified and highly qualified labour engaged directly on protection and restoration works. Many countries face with the increasingly acute problem of work implementation, which in its greater part depends upon the technical ability and skill of labour and craftsmen. It, rather often, happens, due to technological progress in contemporaneous civil engineering,

the traditional techniques die away, although such techniques are irreplaceable in restoring the historical buildings edified precisely in techniques now dying away. It is, therefore, indispensable to promote the development of artisan workshops, especially those for implementing the complex tasks in stone-cutting, wood-carving, masonry and other works.

2. at the level of secondary school trained staff it is necessary to guide the education of such staff towards specializing in either processes of research, planning and designing or in implementation, and/or performance supervision. Within the last 25 year period of continuous work on historical nucleus of the town of Split an entirely new profession of architectural surveyor, which had not existed before, was created in some institutions engaged in that work. A series of similar professions, adjusted to secondary school training level, is required too.

3. at university level the state of education in protection of cultural objects is very heterogeneous, not with regard to different countries only, but within the frames of one the same country too. Thus, for instance, at some of the faculties in Yugoslavia, where architecture or history of arts are taught, education in protection and revitalizing the urban and architectural heritage has been introduced as a specialized assignment (Faculty of Architecture at Sarajevo). Somewhere, to the contrary, even the elementary subjects, constituting the protection programme, have been extinguished, in spite of the fact that such subjects were a part of educational programme even about twenty years ago. It is, therefore, indispensable to promote the education in such subjects at universities.

4. The highest educational degree can be obtained at postgraduate level. Such postgraduate courses in protection of urban and architectural heritage have, within the last two decades, been established in many countries. I wish to present here some relevant data regarding the experiences gained through one of such postgraduate courses as a contribution to treating the problem of educating the technical and scientific staff in this domain.

It is a postgraduate, master's degree, course in protecting and revitalizing the architectural and urban heritage in question. It was organized in 1975 jointly by University of Split and Faculty of Architecture — University of Zagreb with seat at Split. The course is, as regards its programme and professional structure of the attendants, multidisciplinary in character and, regarding the national structure of the attendants is Yugoslav owing to the fact that either teaching staff and attendants come from all Yugoslav centres, and/or from various parts of the country. It is a two year postgra-

duate course aimed to architects, art historians, archaeologists, civil and geodesic engineers, historians, ethnologists, economists, lawyers and other profession experts interested in research and protection of architectural and urban heritage.

The principal guidance in developing the basic conception of such course was the need of Yugoslav territory, but experiences of other countries were also taken into consideration, as well as the experiences of International Course for Monuments and sites, organized jointly by International Centre for Conservation and Restoration of Cultural Property (ICCRUM) and Faculty of Architecture at Rome. The course at Split, like the one of ICCROM at Rome, is characterised by a great number of lecturers, coming from various parts of the country, who transfer their experiences in various research domains, protection and up to date treatment of architectural and urban heritage. They are university professors from various centres of the country as well as distinguished experts of cultural monuments protection agencies, town planning services and other institutions related to protection problem activities. Some eminent experts from other countries, also, have been invited to lecture on some particular topics at Postgraduate Course at Split. Being that the number of attendants in each generation is limited to approximately 25 and, that about fifty teachers participate in lecturing, it is evident that the ratio teacher/attendant is very favourable to the attendants who may avail themselves of the experiences of a great number of experts in many specialized domains, ranging within the frames of architectural and urban heritage research and protection complex.

The essential feature of Split course, which I wish to draw the attention to, is the education for the *integral process of so called active protection and management of architectural and urban heritage*, implemented by a multidisciplinary team of experts in all stages of work, ranging from collecting the documentation (including the architectural surveys) and area analyses, through studies of urban development, scientific and practical evaluation, town planning and designing, detailed research and design of individual objects and up to building and maintaining the protected and restored objects and areas. It was made possible primarily owing to the educational programme which multidisciplinary comprises a series of assignments arranged in the following educational groups:

- a) research and scientific elaboration of architectural and urban heritage from the aspect of architectural and civil engineering technique;
- b) elaboration of art historical component of monuments and sites;
- c) archaeological components of monuments and sites;

d) protection of architectural and urban heritage (from the aspect of history, theory, legislation, organization, methodology and technique);

e) socio-economic and ecologic aspect of architectural and urban heritage;

f) regional and town planning in historical environment;

g) architectural designing and implementation in historical environment.

The attendants are enabled for gradual accomplishing the educational programme by the following forms of education:

1. lectures and discussions on the topics comprised by educational programme;

2. group and individual exercises in historical environment;

3. individual seminar task (study in one object or problem);

4. acquainting with preservation and restoration experiences by visiting monuments and sites in country and abroad;

5. master's thesis — the final element of the educational process.

The education in integral protection process reveals most efficiently through the effective work, which the second and fourth semester of the course are mainly assigned to, and consists of historical and architectural treating the individual blocks and of urbanological elaboration of one historical settlement (historical nucleus of a town).

The circumstance of the course being actually seated at Split offers advantages in historical and architectural elaboration of individual blocks and, consequently, each attendant implements an elaboration of one specific historical buildings block within the old town nucleus. Availing of the already prepared architectural survey of the present block state, the candidate researches for historical data and analyses the variety of historical strata offered by the edifice itself in order to form an idea on architectural development of the block. It allows the candidate to reach a scientific evaluation and to propose a programme for an up to date utilization of the object dealt with, and/or to make a programmatic study in protection and management.

In making the urbanological study in historical nucleus it has been practiced to offer each generation of students a possibility to treat a significant historical town in Dalmatia. The candidates have been provided with an architectural survey of an old nucleus to serve them as the grounds for analysis from the aspect of chronology, state of preservation, object evaluation, architectural-technical features, functioning, socio-demography, proprietary rights, traffic, infrastructure, visual features and historical development.

Thus, relying upon the data obtained, the candidates might propose a programme and/or directives for protection and management.

All such forms of education serve the attendants of Postgraduate course — the majority of them being already experienced in work within the domain of architectural heritage — to assume, through the educational programme itself, some essential postulates of the up to date conception in treating the historical ambients and objects, which consist in the facts:

— that protection and management of architectural heritage is a complementary part of urban planning, which — respecting its significance — special attention has to be paid and, consequently a particular specialized training of the staff has to be provided for;

— that it is a multidisciplinary kind of work where the experts of different profiles have to take part on equal terms and, therefore, the team work within the process of education creates a sound basis for future cooperation among specialized experts employed in various institutions (protection service, town planning institutes, housing institutes, administration, scientific institutions etc.);

— that the integral process of management and protection is an indivisible procedure in dealing with that matter, beginning from research, over designing and up to implementation. Within such team work some of the experts may be more or less engaged in a specific task, but the team engaged in such task encompasses the entire process integrally.

Even the present, relatively short, practice of postgraduate course at Split has proved to be fully justified the insisting on cooperation of experts, because the course, and/or the Centre of Architecture and Urbanism at Split, has become a convening platform for lectures and attendants coming from all parts of the country indispensable for exchanging the opinions on variety of problems and tasks within such domain. Thus a permanent cooperation, after accomplishing the postgraduate course, has been provided for especially regarding the exchange of experiences and obtaining the required information and technical assistance.

Such convening will probably receive an official acknowledgement by engaging the Yugoslav National Committee of ICOMOS in the course itself, allowing thus the participation of the Committee in educational programme and providing for the course a wider convening platform for teaching staff and attendants. In addition to the already firm coherence between the ICCROM and the Centre at Split, joining the National Committee will allow a wider integration with other educational centres and a permanent promoting of education within the domain of protection and up to date utilization of urban and architectural heritage.

NOM: TOMISLAV MARASOVIĆ - Professeur à l'Université de Split - Yougoslavie.

THEME: PROFESSION

TITRE: L'EDUCATION DANS LE PROCESSUS INTEGRAL DE PROTECTION ET DE REVITALISATION DU PATRIMOINE ARCHITECTONIQUE URBAIN.

RESUME:

La formation du personnel technique et scientifique dans le domaine de la préservation et de l'utilisation actuelle du patrimoine architectural est un problème exceptionnellement important qui doit se résoudre indépendamment des autres problèmes essentiels, tels que l'organisation du travail et les finances en particulier, parce que, en raison de l'augmentation des fonds et de l'importance des travaux à entreprendre, la carence du personnel adéquatement formé peut avoir des conséquences désastreuses sur les valeurs du patrimoine culturel.

Il existe 4 niveaux essentiels dans la formation du personnel qualifié:

1) Former la main-d'oeuvre qualifiée et hautement qualifiée, particulièrement en raison de la disparition des techniques traditionnelles de construction prédominantes dans les ensembles historiques.

2) Compléter la spécialisation du personnel formé au niveau de l'école secondaire, conformément aux exigences de la méthodologie actuelle (les experts en relevés tentent progressivement à former une profession libérale).

3) Au niveau universitaire, l'enseignement devrait être amélioré, surtout dans les écoles qui ont négligé jusqu'ici ces matières.

4) C'est la formation post-universitaire qui permet d'obtenir le niveau le plus élevé. L'auteur dédie la présente communication à ce problème en se basant sur les expériences du cours post-universitaire de Split initié en 1975, comme le premier cours supérieur yougoslave pour la préservation et la mise en valeur du patrimoine architectural, établi conjointement par l'Université de Split et la Faculté d'Architecture, Université de Zagreb. C'est une licence préparée en 2 ans dont la matière principale vise à la formation au processus global de la préservation active réalisée par une équipe multidisciplinaire d'experts à tous les niveaux de la méthodologie, en commençant par la recherche historique suivie des analyses, la planification et le projet jusqu'à la réalisation.

Un tel système d'enseignement révèle ses plus grands avantages par le

travail pratique qui comprend l'analyse historique et architecturale du monument seul et l'analyse urbanistique du centre historique.

Bien que ce soit un enseignement relativement nouveau, un tel cours représente, aujourd'hui encore, une plateforme d'échanges permanents entre le personnel enseignant et les étudiants concernées par les problèmes du patrimoine architectural et urbain.

NAME: TOMISLAV MARASOVIĆ - University Professor, University of Split - Yugoslavia.

SUBJECT: PROFESSION

TITLE: EDUCATION IN THE INTEGRAL PROCESS OF ARCHITECTURAL AND URBAN HERITAGE PROTECTION AND REVITALIZATION.

SUMMARY:

Education of technical and scientific staff for preservation and up-to-date utilization of architectural heritage is an exceptionally important problem which is to be solved interdependently to other essential problems, like the organization of work and especially financing, because under the circumstances of increased funds and extended range of works the lack of sufficient trained staff may have disastrous consequences upon the cultural heritage values.

There are four basic levels in educating the professional staff:

1) Training the qualified and highly qualified labour, especially due to dying away of traditional construction techniques predominant in historical environments.

2) Specializing the staff trained at secondary school level, in compliance with the requirements of up-to-date methodology (e.g. architectural surveyors become increasingly an independent profession).

3) At university level the teaching should be improved in those institutions where such activities have been neglected until now.

4) The highest level is being obtained by postgraduate education. The author dedicates the present paper to that problem, relying upon the experiences of the Split Postgraduate Course, initiated in 1975 as the first Yugoslav postgraduate course for preservation and revitalization of architectural heritage, established jointly by the University of Split and the Faculty of Architecture - University of Zagreb. It is a master's degree, two year course, its principal feature being the training to the integral process of active preservation, implemented by a multidisciplinary team of experts in all stages of methodological procedure, beginning with historical research followed by analyses, planning and designing, and up to implementation.

Such a system of education reveals its advantages in the best way through practical work, consisting of historical architectural treatment of individual monuments and town-planning of historical centres.

Although it is a relatively new educational institution, such course presents, even nowadays, a platform of permanent convening for teaching staff and students engaged in architectural and urban heritage.

NOMBRE: TOMISLAV MARASOVIĆ - Profesor de la Universidad de Split - Yugoslavia.

TEMA: PROFESION

TITULO: EDUCACION EN EL PROCESO INTEGRAL DE PROTECCION Y REVITALIZACION DEL PATRIMONIO ARQUITECTONICO Y URBANO.

SUMARIO:

La educación del personal técnico y científico para la protección y la utilización actualizada del patrimonio arquitectónico es un problema excepcionalmente importante, que debe resolverse en forma interdependiente con otros problemas esenciales, tales como la organización del trabajo y especialmente el financiamiento, porque bajo las circunstancias actuales de recursos crecientes y ampliación del campo de trabajo, la falta de personal suficientemente preparado, puede traer consecuencias desastrosas para los valores del patrimonio cultural.

Existen cuatro niveles básicos en la educación del personal profesional:

1) Preparar las fuerzas de trabajo calificado y altamente calificado especialmente necesario ante la desaparición paulatina de las técnicas tradicionales de construcción predominantes en los entornos históricos.

2) Terminar la especialización de personal entrenado a nivel de educación secundaria de acuerdo con los requerimientos de la metodología contemporánea (v.gr. los supervisores de arquitectura se están volviendo una profesión independiente).

3) A nivel universitario, la enseñanza debe mejorarse en aquellas instituciones en que a últimas fechas, estas actividades se han negligido.

4) El nivel más alto se obtiene con la educación de posgrado. El autor dedica la presente contribución a las experiencias del Curso de Posgrado en Split, iniciado en 1975 como el primero de su tipo en Yugoslavia, dedicado a la protección y reanimación de la herencia arquitectónica, establecido conjuntamente por la Universidad de Split y la Facultad de Arquitectura-Universidad de Zagreb. Se trata de una maestría de dos años, siendo su rasgo principal la formación para el proceso integral de la protección activa, implementada por un equipo multidisciplinario de expertos en todas las etapas del procedimiento metodológico que se inicia con la investigación histórica y las inspecciones, la planeación y el diseño hasta llegar a la ejecución.

Tal sistema de educación revela sus ventajas a través del trabajo práctico

que los alumnos realizan en un bloque definido que debe ser tratado como ejemplo histórico arquitectónico, pero también urbanísticamente, como núcleo de una ciudad.

Aunque la institución es relativamente joven, el curso representa, ya desde ahora, una plataforma de reunión para docentes y estudiantes donde se trata la herencia arquitectónica y urbana.

Имя : Томислав МАРАЗОВИЧЬ

Предмет : Профессия

Оглавление : ОБУЧЕНИЕ В РАМКАХ ИНТЕГРАЛЬНОГО ПРОЦЕССА
СОХРАНЕНИЯ и ОЖИВЛЕНИЯ АРХИТЕКТУРНОГО И
ГОРОДСКОГО НАСЛЕДСТВИЯ

Краткое Описание :

Обучение технического и научного персонала для охраны и современного употребления архитектурного наследия является проблемой исключительной важности, которую требуется разрешить в зависимости от других важных проблем, как например организация работы и, главным образом, финансирования, т. к. в случае увеличения ресурсов и расширения размера работы, недостаток числа достаточно тренированного персонала может иметь печальные последствия на ценности культурного наследия.

Существуют четыре основных уровня для тренировки профессионального персонала :

1. Обучение квалифицированной и высоко-квалифицированной рабочей силы, в особенности благодаря вымиранию традиционных строительных техник, господствующих в исторических средах.
2. Тренировка для особых специализаций персонала имеющего средне-школьный уровень в соответствии с требованиями современной методологии (т. например, архитектурные надсмотрщики становятся все более и более независимыми профессионалами).
3. Обучение должно быть улучшено на университетском уровне, в тех заведениях, где такая активности были заброшены в последнее время.
4. Наивысший уровень получается при обучении по окончании школы. Автор настоящего труда посвящает его этой проблеме на основании опыта Сплитского Выпускного Курса организованного в 1975 году как первый Югославский выпускной курс для охраны и оживления архитектурного наследия основанным совместно Университетом, города Сплита и Факультетом Архитектуры Загребского Университета. Это двухлетний курс высшего уровня. Главная его характеристика есть обучение в полном процессе активной протекции, обслуживаемая разнопрофессиональной командой экспертов по всем ступеням методологической процедуры, начиная с исторического изучения и общих анализов, распланировок, чертежей и вплоть до разработок.

Такой способ обучения наилучшим способом показывает свои преимущества через практические работы состоящие из исторически-архитектурного обработки индивидуального блока и городской обработки исторического ядра данного города.

Несмотря на то, что это относительно новое воспитательное учреждение, такой курс представляет из себя, даже в настоящее время, платформу для постоянных встреч учительского персонала и прислуживающих занятых вопросами архитектурного и городского наследия.

NOME: TOMISLAV MARASOVIĆ - Professore Universitario, Università di Spalato - Jugoslavia.

TEMA: PROFESSIONE

TITOLO: L'EDUCAZIONE NEL PROCESSO INTEGRALE DI PROTEZIONE E RIABILITAZIONE DEL PATRIMONIO ARCHITETTONICO URBANO.

SOMMARIO:

La formazione del personale tecnico e scientifico per la protezione e la moderna utilizzazione del patrimonio architettonico è un problema eccezionalmente importante che deve essere risolto, indipendentemente da altri problemi, anch'essi essenziali, quali la organizzazione del lavoro ed il relativo finanziamento, poiché nel caso di un aumento di fondi e di una più estesa scala di valori, la mancanza o l'insufficienza di personale specializzato può avere conseguenze disastrose sui valori del patrimonio culturale.

Sono quattro i livelli basilari di formazione professionale:

1) Addestramento della mano d'opera qualificata e altamente qualificata, necessaria soprattutto a causa della quasi scomparsa delle tecniche tradizionali di costruzione che predominano negli ambienti storici.

2) Realizzazione della specializzazione al livello di scuola secondaria, in osservanza dei requisiti della moderna metodologia (per es. l'Ispezione architettonica diventa sempre di più una professione indipendente).

3) A livello universitario l'insegnamento dovrebbe essere migliorato, specie in quegli istituti dove dette attività sono state ultimamente trascurate.

4) Il più alto livello è stato raggiunto dalla formazione post-universitaria. L'autore dedica il presente contributo al problema relativo all'esperienza del Corso Post-universitario sulla protezione ed il riadattamento del patrimonio architettonico, organizzato dall'Università di Zagabria. Esso fornisce un diploma di specializzazione dopo due anni di corso, la cui caratteristica è la formazione relativa ai processi integrali della protezione attiva, effettuata da una squadra multidisciplinare di esperti di diversi stadi della procedura metodologica, iniziando dalla ricerca storica ed analitica, urbanistica e progettazione fino all'attuazione pratica.

Tale sistema di formazione professionale rivela i suoi maggiori vantaggi nel lavoro pratico, consistente nel trattamento storico-architettonico di singoli edifici e nel trattamento urbanistico dei nuclei storici di una città.

Malgrado sia una relativamente nuova istituzione culturale, tale corso presenta, ancora oggi, una piattaforma di incontro permanente per il personale insegnante ed assistente, in rapporto con il patrimonio architettonico ed urbano.